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ABSTRACT

This junior high teaching unit, Photography: A Field of Many Choices, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with the various skills and attitudes required for entry into several photographic careers. (The unit is one of six on careers in communications and media. For those and junior high units on other career clusters see CE 025 738-765.) (LRA)

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OFFICE OF CLAUDE W. RICHARDSON
ESSEX COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#13

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

PHOTOGRAPHY: A FIELD OF MANY CHOICES

(Communications and Media Occupations Career Cluster)

September, 1977

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

PHOTOGRAPHY: A FIELD OF MANY CHOICES

Communications and Media Occupations Career Cluster

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Communications and Media Occupations Career Cluster

PHOTOGRAPHY: A FIELD OF MANY CHOICES

RATIONALE

This unit is planned to help students become aware of the fascinating field of photography. Students will study the various skills and attitudes required for entry into several photographic careers.

GOALS

Through this unit, students will:

- -Understand the opportunities available in photography for a trained person.
- -Learn what is required of them for entry into any of the varied areas of photography.
- -Make direct observation of professional photographic specialists at work.
- -Evaluate themselves and their attitudes to determine their individual suitability for a career in photography.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

- -Name five photographic specializations.
- -Explain four disadvantages and four advantages to careers in photography.
- -Name two commercial schools of photography within the state.
- -List five job opportunities available to the trained specialist in photography.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS

(Please preview first, to be certain of suitability for specific students and situations).

Films:	MP	3226	Photography As an Art (9-12)
	MP	3229	Points of View (9-12)
	MP	1175	Professional Photography
	MP	5381	Yosemite National Park - The Four Seasons
	MP	1616	Introduction to Portable Video-Tape Recorder
	MP	5610	Preparing Projective Materials
	FS	988	Camera (5-8)
	FS	873	What an Artist Sees in Death Valley - Part 1
	FS	989	What an Artist Sees in Death Valley - Part 2
	FC	855	Simple Camera - Part 1 (4-8)
	FC	856	Simple Camera - Part 2 (4-8)
	FC	857	Simple Camera - Part 3 (4-8)
	FC	858	Simple Camera - Part 4 (4-8)

COMMUNITY RESOURCES

Alan Ferguson; Photographer for The Bakersfield Californian; 323-7631; Home: 325-6067; Bakersfield.

Joe Henley; Henley's Photograph Studio; 324-9484; Bakersfield.

Mike Dailey; Dailey's Studio & Photo Shop; (948) 725-0248; Delano.

David Moore; Operations Manager; Channel 29; Television Photography for Commercials; 327-7955; Bakersfield.

Communications and Media Occupations Career Cluster

PHOTOGRAPHY: A FIELD OF MANY CHOICES

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

Take the written pretest to find out how much you already know about careers in photography.

2. CAMERAS AND CAREERS

Photography is a field of many opportunities. A camera can be used to create a work of art, to record an important event, to gather evidence for legal action, or to help scientists see the overall pattern of the earth's features. With your class or with a small group of other students, list as many areas of specialization as you can within the occupation of photography. Watch a film or filmstrip about jobs in photography, or invite a speaker to give you a more complete picture of the profession. Then visit your school's library or Career Center and use materials there to find out about training requirements and the current employment outlook in this field. Share your information in a class discussion.* Is there a field of photography which you would consider as a career?

3. IS A PHOTOGRAPHER AN ARTIST?

Some people used to think that photography involved pointing a camera at an object, pushing the shutter button and chemically developing whatever came out. Today, however, photographs are frequently exhibited as works of art, and the photographer thinks of himself or herself as an artist who works with a camera instead of a paintbrush or sculptor's knife. Watch films such as Photography As an Art, Points of View, What an Artist Sees in Death Valley.** Each of these contains an expression of attitudes toward photography as an art. After you have seen the films, write your own feelings about photography and art OR participate in a small group or class discussion on this topic. OR prepare and mount a collection of your own photographs which you feel illustrate some of the principles demonstrated in the films.

*To the teacher: If possible, arrange for a visitor to talk about various careers related to photography. See Community Resources for ideas. Also use films or filmstrips for motivation and information.

**Available at Instructional Resources Center, Kern County Superintendent of Schools (see Suggested Instructional Materials).

YOUR CHOICE:

4. ON THE JOB ...

One of the best ways to understand a person's job is to visit him/her on the job and see what it is like there. With your teacher's guidance, arrange a field trip to visit a professional photographer at a studio, newspaper office, or other place of business. Make sure you have permission to bring cameras or tape recorders so that you can record your visit. You might want to ask:

a. What do you like most about this position?
b. What training (formal schooling or on-the-job) did you have for this position?
c. Would you recommend this field of work to a young person just starting out?

5. TECHNICALITIES AND PHOTOGRAPHY

Careers in photography also include those in darkroom techniques and in camera repair. Invite persons employed in those fields to visit your classroom and demonstrate their work.

6. KEEP A PORTFOLIO

A professional photographer keeps a collection of his best work and uses it when he/she is applying for a job to illustrate his/her ability. Begin now to keep a portfolio of your photographs. You may want to include portraits, animal pictures, scenery, etc.

7. THE FOCUS IS ON YOU: PHOTOGRAPHY AND LIFE STYLE?

Would you like to be a photographer? Could you be a good one? Would you enjoy the life style of a photographer? Use the "Photography and Lifestyle" inventory to assess your attitudes and preferences in the field of photography. (Remember that there are a variety of choices in the field, and that a lack of interest in one area does not disqualify you for another.) Then write two paragraphs describing the advantages and disadvantages of this career for you.

8. POST TEST

Take the written post test to find out how much you have learned during this unit on photography and careers.

PHOTOGRAPHY AND LIFE STYLE

Consider these questions about photography and your needs and preferences.

1. Do you plan to graduate from high school?
2. Do you have a "C" average or better in school?
3. Are you a patient person?
4. Do you work well with your hands?
5. Can you work under pressure?
6. Do you have some artistic ability?
7. Do you have correctable vision?
8. Do you get along well with people?
9. Do you like mechanical work?
10. Do you like to sell?
11. Do you dislike working with deadlines?
12. Do you feel that a photograph can be a work of art like a painting?
13. Can you stand for a long period of time on your feet? (Two or three hours at a time?)
14. Could you make a child smile whenever you wanted to? (Assuming that the child was feeling fine before he met you.)
15. Do you like to look at pictures of machinery with gears and moving parts?
16. Would you dislike taking pictures from an aircraft at 1000 feet?
17. Do you dislike even the mildest smell of chemicals?
18. Would you be able to get up in front of the altar at a wedding and take a picture of the ceremony while everyone watches you?
19. Can you follow directions <u>exactly</u> to the last detail?
20. Would you rather be working inside all the time?
21. Are you honest?
22. Are you usually tactful with others?
23. Do you feel that you could adapt your way of working when a situation calls for it?

PRETEST AND POST TEST

True - False

1. Lenses are used only for eyeglasses and for no other purpose.
2. Portraits are done only on canvas with oil paints.
3. Newspaper photographers usually carry very large cameras.
4. You must know a great deal about chemistry to be a photo lab technician.
5. Most people who buy photos today want color work.
6. When a photographer takes a picture of a person, he should try to make sure that the customer likes the picture rather than him liking it.
7. Many farmers are now using aerial photography to plan their crop planting.
8. There are many schools that will train a person to become a professional photographer.
9. A skilled wedding photographer can make a good living at this type of work.
10. Insurance companies employ photographers to photograph accidents to persons and property.
11. A career in photography can be very low paying in certain cases.
12. You must finish high school in order to have a career in photography.
13. A free lance photographer always does a great deal of traveling in order to get his pictures.
14. You must have a whole studio with much expensive equipment in order to be a portrait photographer.
15. There are professional photographers who are willing to take on apprentices in the field.

11. T 12. F 13. F 14. F 15. T

1. F 2. F 3. F 4. F 5. T 6. T 7. T 8. F 9. F 10. T

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ACKNOWLEDGEMENT

The following additions to Project CHOICE #13, Photography: A Field of Many Choices, were compiled by:

Carol Swanson, Teacher
Lutheran Bible Camp
Mt. Pinos, California

ADDITIONS TO Project CHOICE # 13 PHOTOGRAPHY: A FIELD OF MANY CHOICES

RATIONALE

Children are often given cameras with little instruction on how to use them. They use them frequently on trips, special outings and at parties with little awareness of what makes a good picture.

These additional task sheets are designed to give the students a better understanding of the basic principles in photography. This will enhance their own enjoyment and appreciation of their own work in photography and in the professional's work. They will also increase in awareness of photography as a career.

GOALS

By the end of this unit, students will be able to:

-Describe how their own camera works.

-Define the terms focus, f/stop and shutter speed.

-Name a contribution by each of the following to the history of photography: Wolcott, Daguerre, Schulze, Herschel, Eastman.

-Name at least 5 tips on how to take a good picture.

-Name at least 7 common mistakes of photographers.

-Name and describe 7 basic principles of photography as an art.

-Critique photos for their quality based on basic tips and principles of photography.

-Name some professions that make use of photography.

SUGGESTED MATERIALS

-Task Cards.

-Movie: SOLO By Pyramid Films (or any artistic film).

-Books: HOW TO MAKE GOOD PICTURES by Eastman Kodak Co. Copyright 1951, 1952.

PHOTOGRAPHY by Phil Steinberg, Lerner Publications Co., Mpls. 1975.

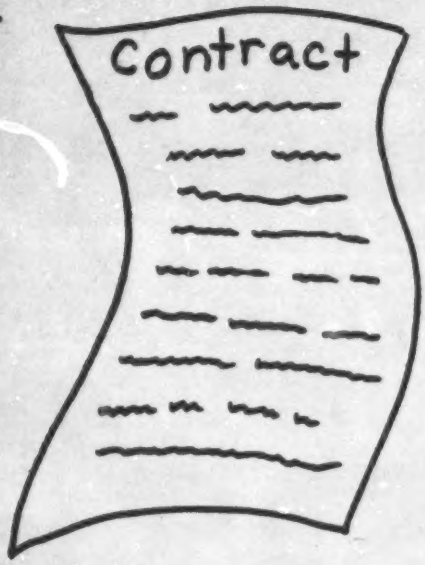
LENS AND SHUTTER by Harvey Weiss, Published by Young Scott Books, a division of the Addison-Wesley Pub. Co., Inc., Mass. 1971.

Any instructional guides for cameras.

For more information write to

-Eastman Kodak Co.
c/o Customer Service
Rochester, New York 14650

-Brook's Institute of Photography
Santa Barbara, CA



CONTRACT

You need:

1. paper
2. pencil
3. a copy of this card

This contract when signed, represents an official and legal written document stating your effort to learn more about some principles in photography and career information in the field of photography.

I _____ will:
(Print your name)

Complete the following task cards- #1, 2, (3 or 4), 5, 6, (7 or 8 or 9), (10 or 11 or 12).

Optional: Tasks 13, 14, 15. You may do any number of these. ALSO- Make a visual display of your photographs to share with your class after you return to the city and get your pictures developed.

Signed this _____ day of _____ 19___.

_____ Student Signature

_____ Teacher Signature

TEST YOUR KNOWLEDGE

True or False? Take this test to see how much you already know.

1. Lenses are used only for eyeglasses and for no other purpose.
2. Portraits are done only on canvas with oil paints.
3. Newspaper photographers usually carry very large cameras.
4. You must know a great deal about chemistry to be a photo lab technician.
5. Most people who buy photos today want color work.
6. When a photographer takes a picture of a person, he should try to make sure that the customer likes the picture rather than him liking it.
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8. There are many schools that will train a person to become a professional photographer.
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PHOTOGRAPHY AND LIFE STYLE

Would you like to be a photographer? Could you be a good one? Would you enjoy the life style of a photographer? Use the "Photography and Life Style" inventory below to assess your attitudes and preferences in the field of photography. (Remember that there are a variety of choices in the field, and that a lack of interest in one area does not disqualify you for another.) Then WRITE two paragraphs describing the advantages and disadvantages of this career for you.

1. Do you plan to graduate from high school?
2. Do you have a "C" average or better in school?
3. Are you a patient person?
4. Do you work well with your hands?
5. Can you work under pressure?
6. Do you have some artistic ability?
7. Do you have correctable vision?
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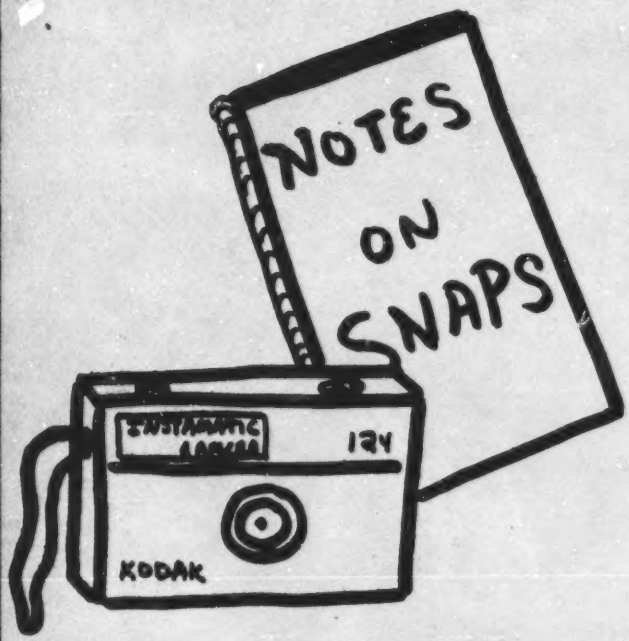


TASK CARD 1

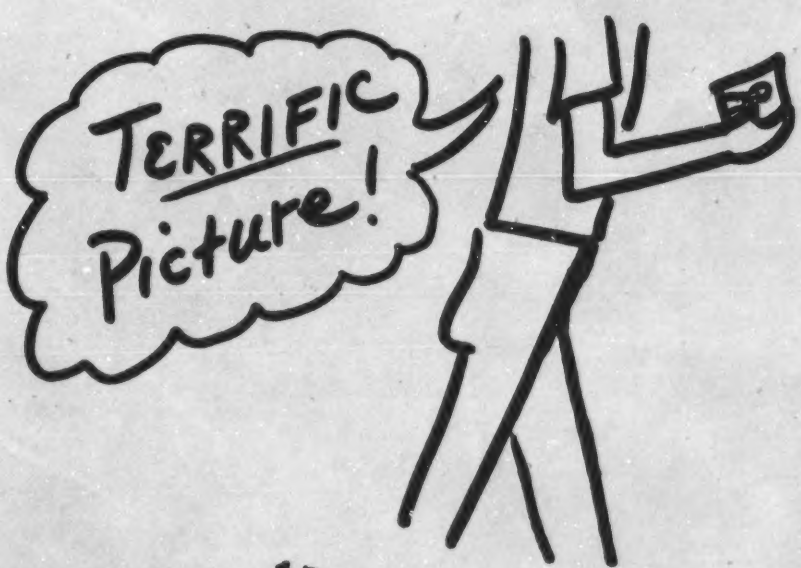
You need:

1. paper or pocket-size notebook
2. pencil
3. camera (loaded)

Keep notes on what pictures you take this week. As you learn more about pictures you may wish to note

WHAT you took a picture of
WHY you took it
HOW you took it (angle, candid, posed), and
WHERE (including what kind of light).

Then study your notes when your pictures come back from the developers.



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TASK CARD 2

HOW DOES YOUR CAMERA WORK?

You need:

1. paper
2. pencil
3. Book: Lens and Shutter, p.10-14.

Look on page 10 and 11 of Lens and Shutter. Can you find a picture of a camera like yours?

Draw a picture showing how your camera works and explain it in your own words. Include information you may find on pages 12 through 14 about the focus and shutter speed of your camera.

TASK CARD 3

COMPLEX CAMERAS

You need:

1. paper
2. pencil
3. Book: Lens and Shutter, p. 10-18.

Photographers who can manually set their camera's focus, shutter speed and f/stop must know something about their

FILM

and also how to set their

FOCUS

f/STOP

& SHUTTER SPEED.

They need to consider

DEPTH OF FIELD

EXPOSURE

SPEED OF ACTION.

Read pages 12-18 and choose ONE to explain. Pretend you are taking a picture as you write about one of the words above.

TASK CARD 4

A HISTORY LESSON....

You need:

1. paper
2. pencil
3. Book: Photography by Phil Steinberg, pp. 5-8.

FOR THOUSANDS OF YEARS primitive peoples have tried to record their experiences through pictures. They carved; they painted with charcoal and dyes from berries or earth colors and animal fat. Skilled artists left pictures about their lives that have lasted for thousands of years.

Today— Why is photography important to us- and to you? Write about why you like photography.

Who helped us get from "camera obscura" to our slides and prints of today? Read pages 5-8 in Photography and write a sentence or two about these men:

Alexander Wolcott

J.M. Daguerre

Johann Schulze

John Herschel

George Eastman

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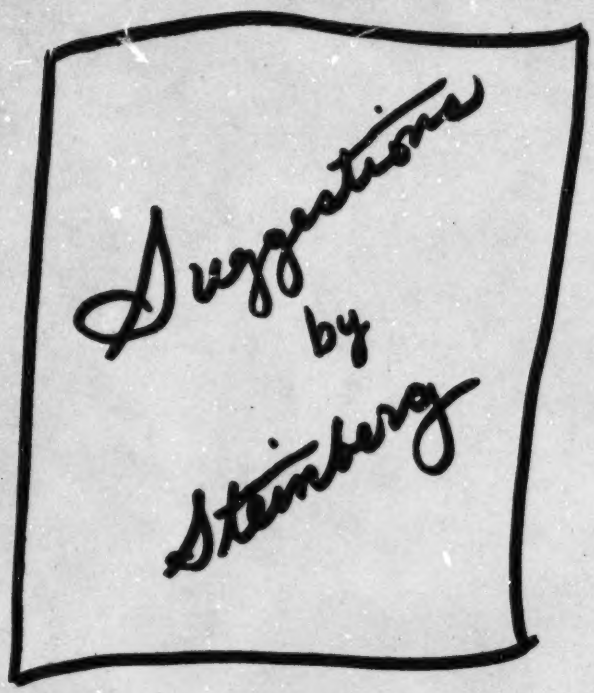


TASK CARD 5

HOW TO TAKE BETTER PICTURES

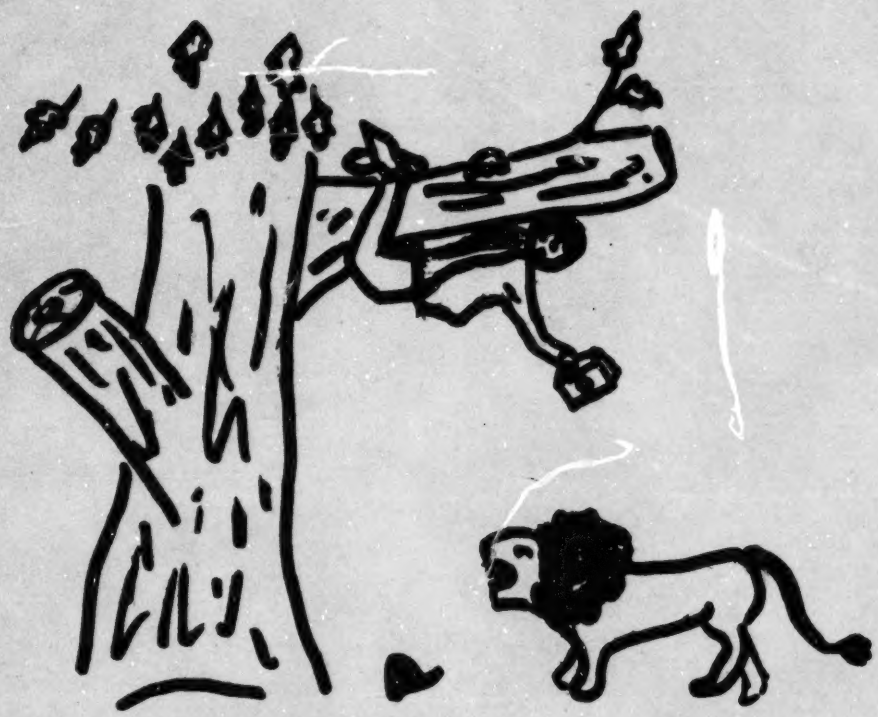
You need:

1. paper
2. pencil
3. Book: Photography
   pp. 10-13.

Read the suggested resource material.

Make a list of things to think about in order to take good pictures. Add a word or two of explanation— or even a sketch, if there are more ideas you'd like to remember.

TASK CARD 6



COMMON MISTAKES

You need:

1. paper
2. pencil
3. Book: Photography, p. 14-15,

OR 4. HOW to Make Good Pictures p. 10-11.

What are some common mistakes photographers make when they take pictures? Read either suggested resource to find out.

TASK CARD 7

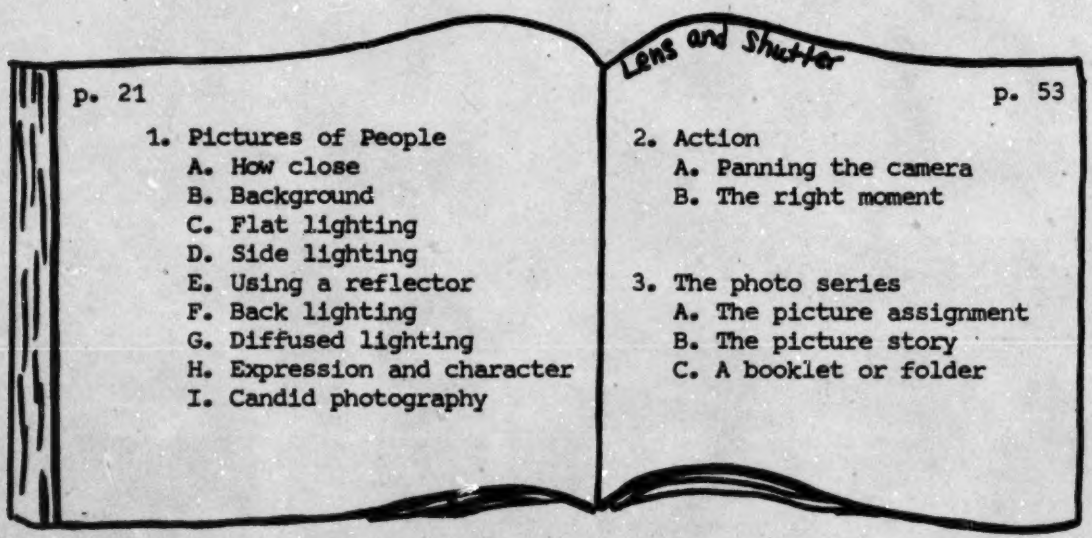
MORE TIPS ON BETTER PICTURES

You need:

1. paper
2. pencil
3. Book: Lens and Shutter, pp. 21-53.

STUDY the suggestions, photos, and comments in Lens and Shutter with an Artistic Eye. What makes the professional's a good picture?

Below is an outline of the suggested resource pages. Copy it onto your own paper so you can jot down some notes (perhaps a definition or a tip) as you go over the material.



TASK CARD 8

TIPS FROM "GOOD" and "BETTER" AMATURES!

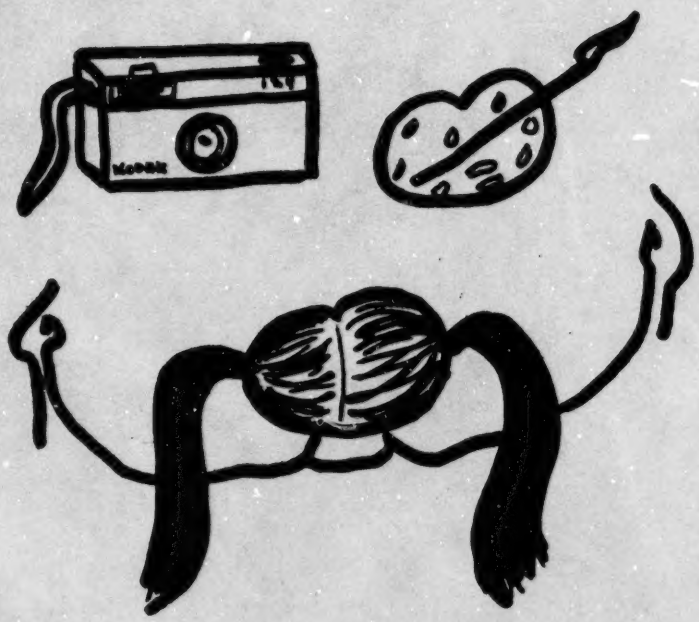
You need:

1. paper
2. pencil
3. Book: How to Make Good Pictures p.13-32.

This very old book by the Eastman Kodak Company is a collection of pictures taken by experienced amature photographers.

1. Study the "Good and Better" collection of photos (p. 13-32).
2. Choose 2 sets of pictures (or even 3 sets, if you have time) and describe the difference between "Good" and "Better".
3. Draw a simple sketch of each picture to help illustrate your explanation.
4. You might also wish to copy a few of their "points to remember" given throughout the book. They're a big help!

TASK CARD 9



THE ART OF PHOTOGRAPHY

You need:

1. paper
2. pencil
3. Book: Lens and Shutter, p.54- p. 58.

To some, photography is simply snapping a picture. To others, it is a skilled art. Look at the pictures in this chapter of Lens and Shutter beginning p. 54. See how they turned ordinary things and events into something special.

Seven Basic Principles photographers need to be aware of are included in this chapter. List these in your notebook under Tips in the Art of Photography. (Pick out a key word or two for each principle to make up your list.)

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TASK CARD 10

A NATURAL SCIENTIST

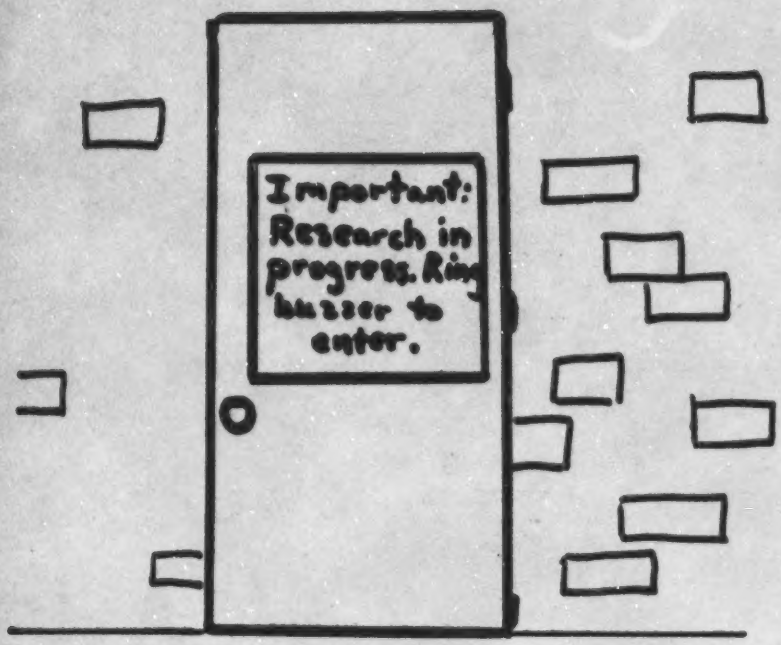
You need:

1. camera
2. paper
3. pencil

This week you are a scientist and an explorer. You are studying the forest environment and all that lives within it.

Describe 2 or 3 pictures you have taken this week to record your experience.

TASK CARD 11



SCIENTIST WITH A CAMERA

You need:

1. paper
2. pencil
3. Optional book:
   Lens and Shutter,
   p. 65-75.

PRETEND you're a scientist and you're working on an important research project.

What do you hope to capture on film to help your work?

Write a story....

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You need:

1. paper
2. pencil

Special Award given!

YOU HAVE BEEN AWARDED A SPECIAL AWARD for a photograph you took which influenced your government to pass an important law.

Write a story about your picture and the effect it had.

Choose one of the following themes or make one up.

pollution— air, water, garbage, noise

endangered species

land use— a new national park, clear cutting, a new city park, wild life preserve, filling in a marsh

world concern— hunger problem, population problem

TASK CARD 13

BE A MAGAZINE PHOTOGRAPHER

You need:

1. magazines
2. paper
3. pencil

You are a photographer for a magazine.

1. Scan magazines for good photographs.
2. Choose one and pretend that you took it.
3. Make a vague sketch of it and
4. Write a story about when you took it and why you took it. Also say why you think it turned out to be a good photograph.
5. What tips would you give an amature photographer who admires your work?

TASK CARD 14

You need: 1. paper
2. pepncil
3. movie, Solo

"Solo" Reviewed

BE A MOVIE CRITIC !

Review the film Solo. Explain why you think this is an artistic "moving picture". Remember to use some of the principles and tips you've studied in your critique.

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A CREATIVE PHOTOGRAPHER

You need:

1. camera
2. paper
3. pencil
4. Imagination

CREATIVITY -
Something to shoot for.
Follow this task & see what develops!

JUST FOR FUN— Use your imagination and set up a shot using natural objects (e.g., pine cones, rocks, lichen)...and maybe some un-natural (e.g., sunglasses, pop can, mirror).

Remember composition, background, and all of the other points you've noted on your "how to take a good picture" lists.

Think of more creative shots -with or without people.